

9 Sport and games

They must do it for three months

Lesson profile

Vocabulary	Sport and games
Speaking	Talk about what you do to keep fit
Grammar	<i>must, mustn't, have to, don't have to</i>
Pronunciation	<i>must</i> and <i>mustn't</i>
Listening	Key Listening Part 3

Warmer

Write the word *skateboarding* on the board. Underneath write *great* and *breaking*, showing that the letters come from *skateboarding*. In groups, give the students three minutes to find as many words as they can from the word. Also, see who can find the longest word.

VOCABULARY

- 1 Books closed, elicit some of the vocabulary, for example, *You do this on a mountain in winter.* (skiing) *Tiger Woods plays this game.* (golf)

Books open, ask the students to cover the word box and see how many activities they can name in the photos. Then they look at the word box and do the matching.

After the matching, ask *What is a sport?* (a game or activity which people do to keep healthy or for enjoyment, often playing against each other) There may be disagreement about some of the activities like chess. Arrange the students into pairs to discuss the two questions.

Answers

Picture **a** chess **b** cricket **c** karate **d** diving **e** skiing
f puzzles

sports: badminton, climbing, cricket, diving, fishing, golf, karate, skateboarding, skiing

help you get fit: badminton, climbing, cricket, dance classes, diving, fitness classes, golf, karate, skateboarding, skiing

Extension activity

Draw a table on the board with these headings: *Games, Team sports, Water sports, Racket sports, Winter sports, Others*. See how many words the students can add in pairs. See examples below.

Games: board games, cards, chess, video games

Team sports: basketball, cricket, football, hockey, rugby, volleyball

Water sports: diving, sailing, surfing, swimming

Racket sports: badminton, table tennis, tennis

Winter sports: skating, skiing, snowboarding

Others: cycling, dance classes, fishing, fitness classes, golf, karate, running, skateboarding

About you

- 2 Arrange the students into pairs. Demonstrate at the front of the class with one of the stronger students:

Teacher: Carmen, what do you do to keep fit?

Student: Not much, but I go skating in the winter. What about you?

This could also be done as a whole-class activity. Give the students two minutes to find a partner and discuss the questions, then clap your hands and they find a new partner, and so on.

GRAMMAR *must, mustn't, have to, don't have to*

- 3 Ask the students *How many parts are there to the Merrydown Award?* (four) *Which part did we do last time?* (public speaking / giving a talk). *So the next part is ...?* (fitness) The students then read the text and answer the questions.

Answers

- 1 chess, fishing, puzzles, video games 2 no
3 three months 4 write about your activity on the website

- 4 Pre-teach *necessary* (something you need to do, like go to school). Give a list of things, and the students say if they are necessary or not: *drink* (yes) *eat chocolate* (no) *sleep* (yes) *travel by taxi* (no). The students underline the forms in the text and match the meanings.

Language note: no difference is made between *must* and *have to* (pronounced /hæftə/) at this level but:

- have to* can mean an outside obligation, for example *Teachers have to work very hard* (it's not our choice)
- have got to* means the same as *have to*
- the future of *have to* is *will have to*; there is no future of *must*

The biggest problem for students is understanding the difference between *don't have to* and *mustn't*.

Answers

- 1 c 2 c 3 a 4 b

After *must* and *have to* we use the infinitive without 'to'.

Alternative presentation

Draw a barred window on the board with a face behind it.

Say: *Fred is in prison. Can he get up when he wants?* (no)

Say and write on the board *Fred must get up at six o'clock.*

Ask *Is it alright to stay in bed?* (no) Say and write on the board

He mustn't stay in bed. Say *There are other people in prison. Does Fred need to see them?* (yes) *Does he need to be friends with them?* (no)

Say and write on the board *Fred has to see other people but he doesn't have to be friends with them.*

The students then do the language analysis in Exercise 4.

→ Grammar reference Student's Book page 155

- 5 Books closed, ask the students to guess which activity Dylan has chosen for the Merrydown Award. They ask you questions, and you can only say yes or no. For example: *Is it a sport?* (yes) *Is it a racket sport?* (no) etc.

When the students guess, ask *Where can Dylan learn to climb?* (at a climbing centre), *What rules are there at a climbing centre?* For example, *don't eat and climb! Think of five more rules and write them down.*

Books open, the students check their ideas with the list. Pre-teach *rope* by showing it in the photograph. Do the first item together. Ask *Do you need to fill in the form?* (yes) *So what word do you need?* (must) (*Have to* is also an acceptable answer, of course, but as the focus of this exercise is the difference between *mustn't* and *don't have to*, students are asked only to choose between *must*, *mustn't* and *don't have to*.)

Answers

- 1 You must fill in the form at reception.
- 2 You don't have to bring your own ropes.
- 3 You mustn't talk to people when they are climbing.
- 4 Under-13s mustn't climb without an adult.
- 5 You must climb with a partner if you are a beginner.
- 6 You don't have to book on a weekday.
- 7 You mustn't stand under people when they are climbing.

- 6 Tell the students to look again at the past forms of *must* and *have to* in Exercise 4. Pre-teach *goggles* (glasses you wear when you swim or dive). Check that the students know that this exercise is now about the past: *When was the competition?* (last week) *So can we use 'must'?* (no)

Fast finishers

One student is Finn, the other asks him questions:

A: Did you have to pay?

B: Yes, I had to pay five pounds.

They then write down Finn's answers in the first person:
I had to pay five pounds.

Answers

He had to arrive at the pool at 8.30 am.
He had to wear a swimming hat.
He didn't have to wear goggles.
He had to bring sandwiches for lunch.
He didn't have to stay until 6 pm.

- 7 Give example activities to help the students make their lists, for example *housework*, *helping people*, *shopping*. The students compare lists. To demonstrate, get them to ask you questions:

Student: Did you have to mark any tests?

Teacher: Yes, I did. I had to check your progress test.

They could also write the answers in their exercise books. For example:

Brita didn't have to get up early at the weekend.


Corpus challenge


Ask the students why *must* is wrong. (This is about the past and *must* doesn't have a past form.)

Answer

When I was younger I had to live far away from my grandparents.

PRONUNCIATION *must* and *mustn't*

- 8  1.35 After the students listen and repeat, explain that the weak (normal) pronunciation of *must* is /məst/ before a vowel and /məs/ before a consonant, i.e. the final *t* isn't heard. The strong form /mʌst/ can be used for emphasis.

- 9  1.36 Demonstrate with two examples: *Gabby must help Finn.* (m) *Finn mustn't worry about the competition.* (mx). This exercise could be done as a dictation before repeating the sentences.

Answers and Audioscript

- 1 Players must leave the field now. m
- 2 What must we bring tomorrow? m
- 3 You mustn't wear black shoes. mx
- 4 Students must wear school uniform. m
- 5 You mustn't worry about the maths test. mx
- 6 You must stop writing now. m
- 7 We mustn't spend too much money. mx

LISTENING

Prepare for Key for Schools

Listening Part 3


Task description

In Listening Part 3, students listen to an informal conversation between two people and answer five multiple-choice questions, each with three possible options, A, B or C.

Exam tips

Tell students that they will hear something about all three options, so they should listen carefully for the meaning – they shouldn't choose an answer just because they hear the word.

→ See Exam Profile 3, Student's Book page 125.

- 10  1.37 Tell the students to look at the pictures, and ask *What activity does Gabby want to do?* (dance) *Do you know any different kinds of dance?* (salsa, folk, etc.) *Gabby wants to go to a dance school. What information does she need?* The students check their ideas with the questions. Play the recording.

The students check their answers together. Then play the recording for them again.

Check the answers with them and then have a discussion about which they found difficult. Weaker students can do this in L1. For example:

Teacher: Was number 1 hard for you?

Student A: Not really, because I heard the time and then 'for beginners'.

Teacher: How about you, Sasha?

Student B: I got it wrong because I heard the time nine o'clock.

Teacher: You have to listen more carefully. Don't choose an option just because you hear that word. You need to listen to the words around it.

Mixed ability

If weaker students need to listen again to the *Key* task, play it once more for them while stronger students listen with a different task:

Which phrases in the listening are the same as ...

I need information about (*I'm ringing to ask about*)

I want to know about (*I'm interested in*)

No problem. (*That's fine.*)

I understand. (*Right.*)

This will be great! (*I can't wait!*)

Answers

1 A 2 A 3 C 4 B 5 B

Audioscript

Woman: Hello. Juliana's Dance School.

Gabby: Oh, hello. I'm ringing to ask about dance classes.

Woman: Well, I teach Latin American dance on Thursdays, jazz dance on Fridays and street dance on Saturdays.

Gabby: I'm interested in Latin American dance. What time are the classes?

Woman: The earliest one is at six o'clock. That's for beginners. After that I have classes for more advanced students at seven thirty and nine o'clock.

Gabby: Oh, I'm a beginner!

Woman: That's fine. Classes start on September the 3rd, and finish on December the 16th. But you must book by the end of July.

Gabby: Right. And how much are the classes?

Woman: It's £75 per term or £46 for half a term. If you pay for all three terms together, it's £120, so you can save quite a lot of money.

Gabby: And do I need to buy anything for the classes?

Woman: No. Just wear comfortable clothes. Most people buy dancing shoes after a few months but you don't have to. But don't forget your water. My classes are hard work!

Gabby: OK!

Woman: And one more thing – we don't do dance exams at the end of every term. Instead, we have a show. We invite all the parents to watch. It's great fun!

Gabby: Excellent. I can't wait!

Cooler

Get the students to shout out all the words for activities they have learned in this unit. Write them on the board. Individually, the students write down the three most difficult, the three most dangerous and the three most expensive. In pairs they compare answers.

Are they really sports?

Lesson profile

Vocabulary	Games and puzzles
Reading	<i>Mind Sports</i> (Key Reading and Writing Part 4)
Listening	Giving opinions
Speaking	Agreeing and disagreeing

Warmer

Write these puzzles on the board.

What turns everything around but does not move? (a mirror)

What are two things you cannot eat for dinner? (breakfast and lunch)

What is in the middle of nowhere? (h, the letter)

Is an old hundred-dollar bill [use your own currency] *better than a new one?* (yes, it is 99 dollars better)

VOCABULARY

- 1 Books closed, pre-teach the vocabulary. *What do you get if you win the Olympics?* (a gold medal) *Snap* [substitute a popular card game in your country] *is a ...?* (card game) *What type of game can you play on a table?* (a board game) *Which board game has black and white squares?* (chess) *What do you need to play chess?* (a chess set)

Books open, the students match the pictures.

Answers

a board game b gold medal c card game d chess set

- 2 The students do the matching exercise. With **stronger students**, books closed, read out the descriptions and see if they can say the word. (*Puzzle* was in Exercise 1 on page 54.)

Fast finishers

Give fast finishers the verbs *be, do, get, have, lose, win* and *solve* and tell them to put them before the right nouns in the exercise. (*do/solve a puzzle, get/win a prize, be a fan, be a winner, have/lose/win a match*)

Answers

1 d 2 c 3 a 4 e 5 b

About you

- 3** Give an example of a number puzzle and a word puzzle:
- Give the next number: 2 + 5 + 9 + 14 + 20 + ? (27, starting with 3, add 1 more each time)*
- Find a word for the part of the body. Put one letter on the start and one on the end to make a new word for a part of the body. (heart)
- Arrange the students into groups for the discussion.

READING

- 4** The students give an explanation of *mind sports* using the title and pictures. They then check what mind sports are in the first paragraph.
- Read the students a list of sports and ask which is not in the summer or winter Olympics: *boxing, hockey, football, chess, diving, judo, snowboarding*. (chess) Ask the students why chess isn't in the Olympics. (It's not a physical activity, it's a mind sport.)

Answer

Mind sports are thinking games.

Prepare for Key for Schools

Reading and Writing Part 4

Task description

In Reading and Writing Part 4, students are tested on their ability to understand the main ideas and some details of longer texts. Students read one long text and answer seven three-option multiple-choice questions or seven Right / Wrong / Doesn't say questions, or they read three short texts and answer seven three-option multiple-choice questions.

Exam tips

Before students answer the questions, they should read the whole text to get an idea of the topic and general meaning. Tell them to look at each question, choosing the correct word for each space. The questions are in the same order as the information in the text.

→ See Exam Profile 4, Student's Book page 126.

- 5** Demonstrate the task with some simple examples: *Mind sports are in the Olympics*. (Wrong) *'Go' is a new game*. (Wrong) *Vanessa Wong will be an Olympic champion*. (Doesn't say)
- When they have finished, students discuss their answers in pairs and help each other see why they got some answers wrong. Weaker students can discuss this in L1. Model the discussion with a stronger student:
- Teacher:** So we both got the first two right. But I got question 3 wrong. Why was that?
- Student:** The question says 'always' but they don't always take a long time, so it's Wrong.
- Then go through the explanations as a class.

Fast finishers

Fast finishers write down as many of the 28 summer Olympic sports as they can think of and check on the official Olympic website <http://www.olympic.org/>


Answers

- 1 B The question says 'all' card and board games' but the text says some card games.
- 2 A these have millions of fans
- 3 B The question says 'always' but the text says some [matches] take hours, but others finish in just 10 minutes.
- 4 A every four years, just like the Olympics
- 5 C The beginning of the text says some people want to add another kind of sport to the Olympics, but there is nothing about people wanting to add extra games to the Mind Sports Games.
- 6 C The text says Vanessa 'did very well' but nothing about a gold medal.
- 7 B My Dad first showed me how to play

Cultural background

The board game Go came from China about 2,500 years ago. It is a simple game of strategy played by two people. Players move black and white pieces on a square board to try and win territory from each other. About 40 million people, mainly in East Asia, play Go. The students can learn about the game and play online at <http://pandanet-igs.com/communities/pandanet>

LISTENING

- 6**  **1.38** Ask some questions about chess, for example *How many pieces are there in a chess set?* (32: 16 for each player) *Which is the best piece and why?* (the Queen, it can move anywhere) *Which pieces go first: black or white?* (white) *Where did chess start?* (in India) Play the recording twice.

Answers

1 B 2 B 3 A 4 A 5 B

Audioscript

- Mark:** What do you think about this article, Lily? Do you think it's a good idea to have games like chess in the Olympics?
- Lily:** I'm not sure, Mark. There are lots of chess competitions already. They don't need to be in the Olympics.
- Mark:** But the other competitions aren't as famous as the Olympics, are they? An Olympic medal is very special.
- Lily:** That's true. But the Olympic Games are for sport, and I don't think chess is a sport.
- Mark:** Most people say it is, you know! And remember, sport isn't just about being fit and strong. You often have to use your brain as well if you want to win.
- Lily:** I know! I play football and it's really important to think about what you're doing when you play.
- Mark:** Well, I think mind sports like chess will be in the Olympics in 10 years' time.
- Lily:** Mm, I don't agree. I don't think they'll ever be in the Olympics.

Extension activity

The students describe a board game they like, saying how to play it and why they like it.

SPEAKING

- 7 If you think it would be helpful, give students a copy of the audioscript and tell them to find the useful language and underline it. Drill it.

Arrange students into groups for the discussion.

- 8 Write the word SWIMS, in capitals, on the board. Ask the students what is unusual about this word. If they don't know, ask them to write it on a piece of paper and then turn it round. (SWIMS is the same upside down.)

Arrange the students into groups and make it into a class competition. Give four points for finishing first and two points for each correct answer (in bold).

Answers

1

1	4	3	2
2	3	4	1
4	2	1	3
3	1	2	4

2 CUPBOARD

3

Name	Age	Sport
Bob	11	skiing
Jane	12	basketball
Jake	13	tennis
Mary	14	volleyball

Cooler

Arrange the students into groups. They must write six crazy rules for their country using *must (not)* and *(not) have to*. Give some examples:

Everyone must go to bed before nine o'clock.

Children don't have to go to school.

You must not eat vegetables at the weekend.

Teacher's resources

Student's Book

Grammar reference and practice page 155

Vocabulary list page 141

Video

Games

Workbook

Unit 9 pages 36–39

Go online for

- Video extra worksheet
- Corpus tasks

Project

Making a new sport

The students must think of a new sport and make a PowerPoint presentation (or a poster) about it.

- Show a YouTube video of an unusual sport ('caber toss' will show a strange British example).
- Arrange the students into groups of four to think of ideas.
- The students plan their presentation. They must ...
 - i) describe what the sport is and how you play it
 - ii) say what things you need
 - iii) give the rules and
 - iv) say why it will be popular.Groups can divide the four tasks among themselves. Tasks ii) and iv) are easier for weaker students.
- In class, the students listen to one another's presentations and then they vote for one sport to go into the Olympics.